# The Effect of Using the Teams Games Tournament (Tgt) Method on Increasing Learning Outcomes in Reading Beam Notation at Sma Negeri 1 Tondano

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*Abstract:* Studying music is a subject in schools where there is block notation, so this study aims to improve learning achievement in reading block notation of students in learning the art of music through the Teams Games Tournament model. This is because before the research was carried out, the basic music theory material, especially reading block notation, was a lesson that was less attractive to students, thus affecting the achievement achieved by students which was classified as low. The type of research used is Classroom Action Research (CAR) or Classroom Action Research with the Kemmis and Mc Taggart model which is carried out in 2 cycles. The research subjects were students of class X-2 of SMA Negeri 1 Tondano who took part in cultural arts classes, especially music arts, totaling 34 students. The data collection techniques used in this study were in the form of observation guidelines, documentation, and tests. Analysis of student achievement data was analyzed descriptively qualitatively and the percentage of completeness scores measured based on KKM (Minimum Completeness Criteria) at SMA N 1 Tondano. The study showed an increase in the ability to read block notation of class X-2 students, namely before the study the average score was 5.9 with the lowest score of 4.3 and the highest score of 8.5. After taking action in the first cycle, the average score was 7.3 with the lowest score being 5 and the highest score being 8.6. In this cycle, there were 12 students or 35.3% who had not reached the KKM at SMA N 1 Tondano. In cycle II the average score obtained by students is 7.9 with the lowest score being 7 and the highest score being 9.25. In this cycle there were 34 students or 94.1% who achieved the KKM in SMA 1 Tondano and students or 5.9% who had not reached the KKM in the SMA. The increase in value from before the action was carried out to the first cycle was 1.4, and the increase in value from the first cycle to the second cycle was 0.6. Based on the criteria for the success of the action, this research can be said to be successful. This is seen from the increase in the average score before the action to the second cycle is 2. Thus, it can be said that the application of the Teams Games Tournament model can improve the ability to read block notation of class X-2 SMA Negeri 1 Tondano. and the increase in value from cycle I to cycle II is 0.6. Based on the criteria for the success of the action, this research can be said to be successful. This is seen from the increase in the average score before the action to the second cycle is 2. Thus, it can be said that the application of the Teams Games Tournament model can improve the ability to read block notation of class X-2 SMA Negeri 1 Tondano. and the increase in value from cycle I to cycle II is 0.6. Based on the criteria for the success of the action, this research can be said to be successful. This is seen from the increase in the average score before the action to the second cycle is 2. Thus, it can be said that the application of the Teams Games Tournament model can improve the ability to read block notation of class X-2 SMA Negeri 1 Tondano.

*Keywords:* Efforts to improve reading of block notation and TGT model

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## INTRODUCTION

Human intelligence is in carrying out actions that have a purpose and think rationally. The intelligence possessed by each child must also be different and varied, there are those who show their intelligence in the field of sports, there are also those in academics such as mathematics, science, or other subjects, and there are also those whose intelligence is seen in the arts, such as dance. , painting, and music. Of the many types of intelligence that exist in children, we as teachers or educators must be able to improve and maximize them so that existing talents and intelligence can be useful for these children. In addition, this intelligence or potential becomes diversity for every child, so not all children are given teaching or debriefing in the same field. The intelligence of each child is also strongly influenced by four factors, namely first, congenital or biological factors where the intelligence of children in this factor is largely determined by the innate offspring of their parents. For example, Icuk Sugiarto who is a professional badminton player in our country who is now retired, but his talents and abilities were passed on to his current son, Tommy Sugiarto, as a professional men's singles badminton player like his father. Second, environmental factors in which an individual will form character, habits, and intelligence based on the surrounding environment. Just as children who are raised and live in remote areas such as the suburbs will be different from children who are born and raised in large urban environments and are economically well off. Third, Maturity factor is an organ in each child that has different growth and development. In a class there must be students with the ability to think very well, average, to very bad, now that is an example where a child's brain maturity or development differs from one another. Fourth, the freedom factor which means being free to choose the method that will be used in processing information or solving the problems it faces, besides that here also means being free to choose the information or problems that will be needed. From this we can understand and know that a musical talent can be useful for every individual in the long term or in the future. We can cultivate this musical talent as early as possible in children if they really have good musical talent and have high motivation in developing this musical talent. Then, music that is learned and developed in children also makes the child's brain develop in its cognitive, affective, and psychomotor aspects. It is well known that art and music can make children smarter; music can help the brain focus on other things being studied. So, there is a logical connection between music and mathematics, as they involve both ascending and descending scales, namely beats in music and numbers in math. It is well known that art and music can make children smarter; music can help the brain focus on other things being studied. So, there is a logical connection between music and mathematics, because both involve scales that go up and down, namely beats in music and numbers in math. It is well known that art and music can make children smarter; music can help the brain focus on other things being studied. So, there is a logical connection between music and mathematics, as they involve both ascending and descending scales, namely beats in music and numbers in math.

So that music education is a very important process to improve intelligence and skills, as well as strengthen the personality and national spirit so that they can build themselves and be responsible for nation building. According to RI Law no. 20 of 2003 concerning the National Education System Chapter 1 Article 1 states that: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals noble values and skills needed by himself, society, nation and state. (Depdiknas, 2003: 3) Improving the quality of education in schools is inseparable from the success of the teaching and learning process. The teaching and learning process is influenced by several components, including teachers, students, teaching methods, learning media, student activity and the motivation of students themselves in learning. These components play an important role in determining the success of the teaching and learning process so that it will affect learning outcomes.

It turns out that the conditions in the field indicate that in the learning process there are still many problems in it. The results of observations in class and discussions with teachers in the process of learning the art of music, especially basic music theory material about reading beam

notation for class X students of SMA Negeri 1 Tondano in the 2016/2017 academic year, there are several obstacles that affect student learning outcomes, these obstacles include: student participation low in music learning activities, the dominance of certain students in the learning process, students are less interested in music lessons because they are not included in the National Examination, and the learning method used by the teacher is still using the lecture method. This makes the value of learning to read block notation low.

Based on these problems, it is necessary to find a solution to improve the teaching and learning process at SMA Negeri 1 Tondano, namely by improving the quality of learning and changing the teaching and learning process to be more varied. CAR or Classroom Action Research is the right step to address learning problems and corrective actions. Through the research process, the teacher dynamically continues to improve learning in the classroom and develop teaching skills. CAR is a research conducted systematically reflective of various "actions" or actions taken by teachers/actors, from planning to assessment of real actions in the classroom in the form of teaching and learning activities to improve learning conditions. Classroom action research can be done by applying a learning model that requires students to play an active and creative role. If active learning dominates learning activities, students can use the potential of the brain to solve problems, or apply what they have just learned. Based on these considerations, another alternative is needed, namely how to convey a material so that students feel happy and understand the material to be studied and students do not feel bored during teaching and learning activities. The alternative is to use the Teams Games Tournament (TGT) learning model. TGT is one type or model of cooperative learning that is easy to apply, involving the activities of all students without having to have differences in status, involves the role of students as peer tutors and contains elements of play and reinforcement. "Teams Games Tournament (TGT) was originally developed by David deVries and Keith Edwards, this is the first learning model from Johns Hopkins" (Slavin, 2008: 13). Cooperative learning with the TGT model has similarities with the Student Team Acheiced Division (STAD) model in group formation and material delivery but replaces quizzes with tournaments where students play academic games with other members to contribute points for their team scores (Slavin, 2008: 13). The learning method deserves to be changed by leaving the lecture learning method and applying new and effective learning methods. Learning methods that seem boring are replaced with more creative learning methods where students are more active in the learning process. However, it should be realized that changing learning methods is also not an easy thing. So the author wants to conduct classroom action research in order to improve the quality of learning in particular the subjects of Cultural Arts / Music Arts by using the Teams Game Tournament type of cooperative learning model.

## RESEARCH PURPOSES

The aim of this research is to find out the effect of increasing the ability to read block notation in class X-2 SMA Negeri 1 Tondano in the 2016/2017 academic year by using the TGT (Teams Games Tournament) type of cooperative learning model.

Reading is one of the language skills by understanding ideas, interpreting graphic symbols, capturing meaning, and obtaining messages in written language, both with direct meanings and figurative meanings aimed at understanding. Understanding symbols or symbols is one definition of reading comprehension. In this case the block notation is a symbol that reads it has its own way or rules. Block notation is a symbol that can describe the high and low notes. While music is a work of sound art in the form of a musical composition or song that expresses the thoughts and ideas of its creator through its basic elements in the form of melody, rhythm, and harmony by using musical language in the form of special signs, symbols or signs through sound and rhythm as a tool. The elements of music that will be studied in this study are melody and rhythm, because these elements are the main elements in reading beam notation. In this study, the model that will be used to improve students' reading ability in block notation is the TGT model. This learning model is a type or cooperative learning model that is easy to apply, involves the activities of all students without having to have a difference in status, involves the role of

students as peer tutors and contains elements of the game. Learning activities with games designed in the TGT model of cooperative learning allow students to learn more relaxed in addition to fostering responsibility, honesty, cooperation, healthy competition and learning engagement. The TGT model was originally developed by David deVries and Keith Edwards, this is the first learning model from Johns Hopkins" (Slavin, 2008: 13). Cooperative learning with this model has similarities with the Student Team Acheiced Division (STAD) model in group formation and material delivery but replaces quizzes with tournaments where students play academic games with other members to contribute points for their team scores (Slavin, 2008: 13).

## METHOD

This research proposes the following action hypothesis, namely: the use of the Team Games tournament model, for learning the art of music on the material of reading block notation can improve student achievement in class X-2 SMA N 1 Tondano.

The research method used in this research is classroom action research. Classroom action research is an examination of learning activities in the form of an action, which is intentionally raised and occurs in a class together (Arikunto et al, 2008: 3). In this study, the researcher acts as a teacher who delivers the material according to the development of the material to be observed. The implementation of action research is carried out in one class to be observed and recorded developments that occur. The work steps in implementing this action are carried out by referring to the research plan. The action plan carried out in this class research has two stages, namely the pre-action stage and the action stage.

## DATA SOURCE

This classroom action research was conducted in class X-2 of SMA N 1 Tondano. SMA N 1 Tondano consists of 27 classes, with 9 levels of class X, 9 levels of class XI and 9 levels of class XII. The implementation of music learning at SMA N 1 Tondano is given to students in grades X and XI with the same time allocation for each meeting, which is 2 hours of lessons for one week. In this study, students of class X-2 SMA Negeri 1 acted as research subjects/participants. The number of students in the class who took the art of music was 34 students.

## DATA ANALYSIS

The analytical technique used in this research is descriptive qualitative analysis, namely an analysis that describes the research process on learning basic music theory, especially reading block notation in music lessons which took place in class X, SMA Negeri 1 Tondano, from the beginning to the end of the study, which was continued with a description of the research results from the learning methods that have been applied.

## RESULTS

### 1. Cycle I

After learning in class X-2 in cycle I, researchers and collaborators held discussions to evaluate the learning process that had taken place. The results of the reflection on the actions that have been carried out in the first cycle are as follows:

a) In general, students can take part in learning to read block notation according to the action plan that has been prepared, but students still have difficulties. Students have difficulty in identifying the symbols contained in block notation, especially in understanding the value of notes. This resulted in the results of the class average not meeting the KKM so that further action was needed to improve and improve the ability to read block notation.

b) The Teams Game Tournamnet model used in the learning process has motivated students so that students are more enthusiastic in learning about music theory and how to practice music theory by reading block notation.

c) Based on the results of student scores in the first cycle has increased. This increase can be seen from the comparison of the average pretest score and the average post-test score in cycle I. The average score of students before using the Teams Game Tournamnet model was 5.95 and after being given action the score increased to 7.3, but there were still 12 students who have not reached the minimum success criteria, namely 7.5, so it is necessary to proceed to cycle II.

## 2. Cycle II

Based on the observations in cycle II, the learning process in the classroom showed good results. The implementation of the Teams Game Tournamnet model went smoothly. At the end of the second cycle, the researcher and the teacher held a discussion to reflect on the learning process that had taken place. The results of the reflection on the actions that have been carried out in cycle II are as follows.

a) In general, students have followed the lesson better.

b) Students experienced an increase in their ability to read block notation, this can be seen from the results of the implementation of actions from cycle I and cycle II which experienced an increase in the average score. The implementation of the actions in the first cycle has resulted in an increase in the value of the ability to read block notation. The average value of the pre-test before the first cycle was 5.95, with the lowest score of 4.3 and the highest score of 8.5, in the first cycle the average score of students increased to 7.3 with the lowest score of 5 and the highest score of 8.6. Although there has been an increase in students' ability to read block notation, 12 students or 35.3% have not reached the Minimum Success Criteria for SMA N 1 Tondano, namely 7.5. In the second cycle, the Teams Game Tournament model was applied with the same material as the first cycle, namely rhythmic and melodic reading. The average value of students in the second cycle increased from an average value of 7.3 in the first cycle to 7.9 in the second cycle. The highest score of students in cycle II was 9.25 and the lowest score was 7. The number of students who achieved the Minimum Success Criteria in cycle II was 32 students or 94.1%, while those who had not reached the Minimum Success Criteria were 2 students or 5.9%.

c) Most students can read block notation, this proves that using the Teams Game Tournament model can help students as one way to improve the ability to read block notation for class X-2 SMA N 1 Tondano

## 3. Discussion

### a) Application of the Teams Games Tournament (TGT) Model

The application of the TGT model in the first cycle, as many as two meetings has resulted in an increase in the quality of the learning process. In general, students can take part in learning to read block notation according to the action plan that has been prepared, but students still have difficulties. The difficulty is in identifying the symbols contained in the block notation, especially in understanding the tone price. This resulted in the results of the class average not meeting the KKM so that further action was needed to improve and improve the ability to read block notation. The TGT model used in the learning process has motivated students so that students are more enthusiastic in learning about music theory and how to put music theory into practice by reading block notation. The application of the TGT model in cycle II, as many as two meetings have resulted in an increase in the quality of the learning process. Based on observations in cycle II, the learning process in the classroom showed good results. In this cycle the application of the TGT model with the same material as the first cycle, namely, rhythmic and melodic reading. Most of the students already understand and understand more about the identification of symbols in block notation, especially the note price material, besides that, students are able to read block notation better. The implementation of the Teams Game Tournament model went smoothly. In general, students have followed the lesson better. Students have increased their ability to read block notation. This can be seen from the results of the

implementation of the actions from cycle I and cycle II which experienced an increase in the average value.

### b) Effect of increasing the ability to read block notation

The implementation of the actions in the first cycle has resulted in an increase in the value of the ability to read block notation. The average value of the pre-test conducted before the first cycle was 5.95 with the lowest score being 4.3 and the highest score being 8.5. In the first cycle, the average value increased to 7.3 with the lowest value being 5 and the highest score being 8.6. although there has been an increase in the students' ability to read block notation, 12 students or 35.3% have not reached the KKM SMA N 1 Tondano, which is 7.5. In the second cycle, the Teams Game Tournament model was applied with the same material as the first cycle, namely rhythmic and melodic reading. The average value of students in the second cycle increased from an average value of 7.3 in the first cycle to 7.9 in the second cycle. The highest score of students in cycle II was 9.25 and the lowest score was 7. The number of students who achieved the Minimum Success Criteria in cycle II was 32 students or 94.1%, while those who had not reached the Minimum Success Criteria were 2 students or 5.9%. Overall the data shows that the implementation of this classroom action research has succeeded in improving the ability to read block notation in class X-2 students of SMA N 1 Tondano. This is indicated by an increase in the value of basic music theory and the value of the practice of reading block notation, both at the end of the activity cycle I and cycle II. Students' difficulties can be overcome by using the Teams Game Tournament model. Overall the data shows that the implementation of this classroom action research has succeeded in improving the ability to read block notation in class X-2 students of SMA N 1 Tondano. This is indicated by an increase in the value of basic music theory and the value of the practice of reading block notation, both at the end of the activity cycle I and cycle II. Students' difficulties can be overcome by using the Teams Game Tournament model. Overall the data shows that the implementation of this classroom action research has succeeded in improving the ability to read block notation in class X-2 students of SMA N 1 Tondano. This is indicated by an increase in the value of basic music theory and the value of the practice of reading block notation, both at the end of the activity cycle I and cycle II. Students' difficulties can be overcome by using the Teams Game Tournament model.

### c) Weaknesses of Implementing the Teams Games Tournament (TGT) Model

The application of the TGT model in this study has succeeded in improving students' reading ability in block notation. The weakness in this method is, to maximize the success of TGT, it takes quite a long time because, there are some students who have to be explained repeatedly about the games in TGT. This is because the absorption capacity of each student is different so that, when the teacher again explains to students who do not understand, students who already understand must wait a while until all students understand, then the game can begin. This causes the time available in conducting the research to be felt less, however, in this study the students looked so enthusiastic about the games contained in the TGT so,

### CONCLUSION

Based on the results of classroom action research that has been carried out, it can be concluded that the TGT model in learning to read block notation can improve the ability to read block notation for class X-2 SMA N 1 Tondano. This is evidenced by an increase in the average test results in each cycle. The average score achieved in the pre-action before the classroom action research was carried out was 5.95. In the first cycle, the average score achieved by students is 7.3. In cycle II the average score achieved by students is 7.9. Thus, it can be said that the use of the TGT model in harmony learning can improve the ability to read beam notation for class X-2 students of SMA Negeri 1 Tondano.

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